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ABSTRACT

A strategic plan for vocational-technical education (VTE) in Salem County, New Jersey, in the year 2002 was developed by the county board of VTE and county advisory board with input from students, parents, employers, elected officials, and the community in general. Six strategic planning subcommittees were formed to review the district's VTE system from the following standpoints: philosophy/institutional identification; delivery system and marketing; structure and culture; financial needs, resources, and facilities; technology/technical program needs; and curriculum/program assessment and evaluation. Based on the findings of a 16-question survey of county residents, a review of related literature, and the findings and recommendations of the 6 subcommittees, 21 recommendations concerning the following areas were identified and developed: target markets; competency-based curriculum; assessment; technical, basic, and work skills; technology literacy; technology for enhancement of learning; multiple-level certificates; product guarantee; magnet, future, coordinated, and school-to-work programs; finance; maximum use of resources; ongoing review of all programs/services; maximization of human resources; bonuses/incentives; restructuring the advisory board; profit centers; accountability; and customer orientation. The recommendations will serve as a basis for all future strategies and quality control activities. (MN)

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Vision for the Year 2002:

A Working Document

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SALEM COUNTY BOARD FOR VOCATIONAL EDUCATION

STRATEGIC PLAN

for the

SALEM COUNTY VOCATIONAL TECHNICAL SCHOOLS

Adopted

August 23, 1994

CE068665

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This strategic plan was developed as a result of a cooperative endeavor on the part of the Salem County Board for Vocational Education, the Salem County Vocational Advisory Board, staff and students of the Salem County Vocational Technical Schools, the Salem County Board of Chosen Freeholders and the Salem County Community. All persons who contributed by completing a survey, working on a subcommittee, providing suggestions or by providing critical analysis are thanked for their input and willingness to be part of a working process. The Salem County Vocational Technical Schools Strategic Plan titled "Vision for the Year 2002: A working document" will be both evaluated and revised annually.

William H. Adams, Ed.D.
Superintendent of Schools

TABLE OF CONTENTS

Salem County Board for Vocational Education..... i

Salem County Board of Chosen Freeholders..... i

Salem County Vocational Technical Schools
Senior Level Staff..... ii

Acknoweldgements..... iii

I. Introduction..... 1

II. Survey..... 3

III. Methodology: Strategic Planning Outline..... 10

IV. Process: Strategic Planning Model 2002..... 12

V. Committee Challenge..... 16

VI. Committee Findings and Recommendations..... 18

VII. Vision..... 53

VIII. Recommendations..... 56

IX. Summary and Implementation of Plan..... 60

I. INTRODUCTION

The purpose of the Strategic Plan Review was to provide an opportunity to assess where the District and its programs were during the 1993-94 school year and to determine where the District's programs should be through the year 2002. The last time the District underwent the development of a strategic plan was in 1986. In 1992, the Board of Education determined that a strategic plan was needed to bring the District into the 21st century. During the 1992-93 school year, the staff developed the following mission statement to initiate the strategic planning process:

> **To provide lifelong learning opportunities for the purpose of improving the quality of life, for further education and for employability.**

To receive community input, the Salem County Vocational Advisory Board, which is composed from a wide spectrum of county residents, including; employers, county union representatives, school district representatives, parents, students and retired persons, were enlisted to assist district staff in seeking community input. The Advisory Board developed and presented a 16-question survey to over 1,000 county residents for the purpose of determining the community's image of the district, their perception of the quality of programs and services and to assess marketing needs. Input was sought from students, parents, employers, elected officials and the community in general. Much of the input received was through county service organizations.

Through analysis of the survey, it was determined, because of the enormous task involved in the strategic planning process for the District, that the use of six subcommittees would be the most effective way to tackle the needs and areas of review that had been identified. Further, it was determined that the six subcommittees would report to the Salem County Vocational Advisory Board through a steering committee composed of the chairs of each committee and the Superintendent of Schools. The six areas that were identified are as follows:

- **Review of the district's philosophy and institutional identification**
- **Review of the delivery system, the marketing needs and strategies**
- **Review of the district's structure and culture**
- **Review of financial needs, resources and facilities**
- **Review of technology needs and technical program needs**
- **Review of curriculum and program assessment and evaluation**

It was determined that a senior level administrative team member should serve as a facilitator for each committee, that a member of the Board of Education would serve on each committee, at least one representative from the Advisory Board would serve on

each committee and that an opportunity would be provided for a member of the Board of Chosen Freeholders to serve on appropriate committees, as well as for representatives from each of the sending districts. It was also determined that all district staff would be given an opportunity and encouraged to participate.

Each subcommittee was to consist of at least ten persons. Facilitators were responsible to report progress on a regular basis to the steering committee. The steering committee, as noted, consisted of six facilitators and the superintendent. The superintendent chaired the steering committee. He utilized weekly administrative staff meetings throughout the process to receive weekly updates. The steering committee in turn, reported to the Advisory Board in order to assist the advisors with preparation of the final report for presentation to the Board of Education. The Board of Education in turn, was to share the final report with the Board of Chosen Freeholders.

Facilitators, or subcommittee chairpersons, were responsible for meeting timelines, calling committee meetings, keeping records of committee meetings, gathering information, administering surveys and for preparing recommendations and the final committee report for the Advisory Board. The final report from the Advisory Board was due by June 30, 1994. The superintendent in turn, was to prepare a draft document for Board of Education review at the July 26, 1994, meeting.

The planning process for the Strategic Plan Initiative began during the 1992-93 school year. The strategic plan development took place during the 1993-94 school year. Dissemination of the strategic plan and implementation activities will begin during the 1994-95 school year. In order for this plan to be effective, it must be reviewed and updated annually and progress towards its implementation assessed. This plan is a guide that contains recommendations that will allow the Board of Education and district staff to achieve its mission. The plan, however, is flexible enough so that it can be modified to meet changing county and community needs.

II. SURVEY

Dr. Charles F. Lee, District Supervisor for Support Services and Secretary to the Salem County Vocational Advisory Board, was charged with the overall responsibility to develop an initial survey based on major needs that had been identified by Advisory Board Subcommittees. Through six working drafts, the final survey was developed and approved by the Advisory Board. This instrument consisted of 16 questions, and was entitled "Survey of Community Interests, Opinions and Needs." At the top of the survey it was stated that "Input from Salem County residents is sought on community interests, opinions and needs for service from the Salem County Vocational Technical Schools. Your assistance in the completion of this survey is greatly appreciated and will be extremely important as we plan for the future."

Participants were requested to respond to each question with a *Yes*, *No* or *Not Sure*, with the exception of question 16 which was open ended. Participants were also requested to check as to whether they were an elected official, a county resident, a student (secondary or postsecondary), an educator, an employer or a parent of an elementary, high school or college student. Anyone not covered by these categories was requested to check "All Others." Persons were also asked to check the town or city which was closest to their residence. Choices included; Elmer, Salem, Penns Grove, Woodstown and Pennsville. Additional comments were encouraged and participants thanked.

The initial survey was administered to 1,000 county residents in the following settings:

- Woodstown Rotary Club
- District Program and Craft Advisory Committees
- Salem County Interagency Council of Human Services
- Greater Salem Chamber of Commerce
- Salem County School Based Youth Services participants
- District-wide Open House Participants - Parents and Guests (4/29/94)
- Pennsville Rotary Club
- Woodstown High School Students, Staff and Parents
- Salem County Board of Chosen Freeholders
- Salem High School Students, Staff and Parents
- Salem County Vocational Advisory Board
- Salem Rotary Club
- Elmer Rotary Club

- Parents of Salem County Vocational Technical Schools Students
- Vo-Tech District Newsletter Readers
- Adult, Community and Continuing Education Students
- Parents from selected local school and Vo-Tech programs
- Salem County Association of Local Government

Participants comprised an equal number of students, including both secondary and postsecondary and Salem County residents, including parents, educators, employers, members of service clubs and elected officials. Those who participated in the initial survey indicated their residence as follows:

Woodstown	33%	Elmer	17%	Pennsville	9%
Salem	29%	Penns Grove	12%		

It is noted that Pennsville is the largest single community in Salem County, and the representation of responses for residents of this township was not proportionate to their size in the county. As a result, an additional 150 surveys were administered to residents of Pennsville Township. This resulted in responses of Pennsville residents to 23% of those persons surveyed. This also created a more equitable response distribution that was consistent with Salem County population demographics. For example; Woodstown's participation as a result reduced from 33% to 28%. The fifteen questions and an analysis of the *Yes* and *No* percentage responses are as follows:

1. In your opinion, are the parents of high school students well enough informed about occupational, vocational and technical schools programs to give advice to their children?

A 32% of the respondents indicated *Yes* and 68% indicated *No*. The implications were that the district's marketing efforts may need to be targeted or refocused towards parents of high school students because a 2 to 1 ratio of those persons who were surveyed believed that parents were not informed to the extent that they felt comfortable to give advice to their children about the opportunities that are available through occupational, technical and vocational education programs. Additionally, based on comments received, it was inferred that the district's marketing effort may need to be augmented to address this need.

2. Is the Vo-Tech district adequately preparing students for emerging technologies and jobs of tomorrow?

When the *Not Sure* responses were discounted, 51% of the respondents indicated *Yes* and only 20% indicated *No* to this question. Almost 36% percent of the total respondents however indicated *Not Sure* to this question. Discounting this large number, affirmative responses exceeded the negative responses by a ratio of 4 to 1. A significant majority of those Salem County residents who were familiar with county vocational technical school district programs and their preparation of students for employment and/or further education, fully believed that the district was adequately preparing students for emerging technologies.

3. Do you believe the Vo-Tech district has a positive image with Salem County residents?

A considerable majority, 73%, responded *Yes*, while 27% responded *No*. It is noted however, that 27% of all respondents responded as *Not Sure*. When the *Not Sure* responses are discounted, the affirmative response exceeded the negative response by a ratio of 2.5 to 1. It is interesting to note that despite a strong positive image with Salem County residents, the Vo-Tech District has a significantly better resident perception for preparation of students for jobs and further education in emerging technologies than for its image. This seems to suggest that the preparation for jobs in emerging technologies is perhaps one of the more important factors effecting the district's positive image.

4. Is the Vo-Tech district marketing of vocational and technical programs adequate?

When the *Not Sure* responses were discounted, 59% of the persons responded *Yes*, and 41% *No*. There were a significant number of 43% responding as *Not Sure*. The ratio of *Yes* versus *No* was 1.5 to 1. This is one of the lowest ratios of affirmative to negative responses in the survey. Additionally, the rate of *Not Sure* responses is one of the highest in the survey. Despite significant marketing efforts over the past several years, it is clear that the marketing initiative not only must be increased, but that it must be targeted to specific markets and customers.

5. Does the Vo-Tech district adequately respond to trends in employment and social needs?

Seventy-eight percent of the respondents said *Yes* and 22% said *No*. The ratio of affirmative to negative responses was 3.5 to 1. Responses to question 5 seem to

reinforce the response to question 2, regarding emerging technologies and jobs for the future. Questions 2 and 5 correspond to the most important component in the district's mission statement. They also suggest that the district is achieving its mission.

6. Should the Vo-Tech Board increase its marketing of available special needs programs at the new Employment Prep Center?

Eighty-five percent of the respondents indicated *Yes*, while only 15% indicated *No*. The response of affirmative to negative ratio was 5.5 to 1. An extremely high number of affirmative responses is a strong indication of the need to increase the marketing of the special needs employment preparation programs at the Prep Center. It is also an indication that both the mission and target market for these programs need to be reviewed.

7. Should the focus of the Employment Prep Center be on work-related skills and essential skills?

Overwhelmingly, 88% of respondents said *Yes*, while only 12% said *No*. The affirmative to negative ratio was nearly 7.5 to 1. This response seems to reinforce the need to review the mission and target market for this program and to examine the curriculum.

8. Do you believe that specific instructional technology programs relating to environmental sciences are important to the county and its residents?

Eighty-six percent indicated *Yes* and only 14% indicated *No*. The affirmative to negative response ratio is 6 to 1. The responses also seem to be consistent with the positive perception of county residents and employers of the district pilot school-to-work transition initiatives and in particular toward the Studies of Environmental Technologies Program.

9. Should the Vo-Tech Board further study the need to establish a technical center for high level technical programs?

Eighty-two percent of the respondents indicated *Yes*, while 18% indicated *No*. The affirmative to negative response ratio was 4.5 to 1, suggesting the need for the district to further study the feasibility of a technical center and/or technical programs for professions and occupations centered around current and emerging technologies.

10. Do you believe that the Vo-Tech district can help to better prepare college prep high school students for professions centered around current and emerging technologies?

A surprising 83% of the respondents indicated *Yes*, while only 17% indicated *No*. The affirmative to negative response ratio was more than 5 to 1. The implications to the strategic planning process is the suggestion that the Vo-Tech district can in fact better prepare college preparatory high school students for professions centered around current and emerging technologies. This may suggest the need for new targeted marketing toward college preparatory students and their parents for specific technical programs that require higher level mathematical and science skills and higher order thinking. It may also suggest the need to continue to expand tech-prep program options and the initiation of coordinated technical programs with Salem Community College. Additionally, it may suggest strategies should be developed to address traditional beliefs regarding preparation of students for further education and work.

11. Does the Vo-Tech district need to improve its marketing of Tech Prep Programs with Salem Community College?

A total of 77% of respondents indicated *Yes*, while only 23% indicated *No*. The affirmative to negative ratio was nearly 3.5 to 1, suggesting that improved marketing of tech-prep programs with Salem Community College is needed. Collaborative marketing between the Vo-Tech district and Salem Community College regarding tech-prep programs should probably be further explored as should joint development of new and emerging technical programs.

12. Should the Vo-Tech Board offer to participate in applied research projects to improve its partnership(s) with business and industry?

Eighty-nine percent of the respondents indicated *Yes*, while 11% indicated *No*. The affirmative to negative response ratio is nearly 8 to 1. Responses to this question suggest that the district should continue to expand cooperative partnerships with business and industry, as well as expand school to work transition programs and programs and services that can be of direct benefit to local industry and employers.

13. Should the Vo-Tech Board increase its marketing of educational programs for multiply-disabled students (K-12) offered at the New Jersey Regional Day School at Mannington?

The affirmative response was 79% and the negative response was 21%. The affirmative to negative ratio is almost 3.5 to 1, suggesting the perceived need not only to more effectively market the Regional Day School, but to specifically target market these programs. For the past two years the Regional Day School has been enrolled at

slightly above capacity. There has not been, however, a balance of student enrollment between programs. This is largely due to the high specialization that is required in each program due to specific student needs, suggesting the need for a greater target marketing.

14. Should the Vo-Tech District continue to serve as the GED Test Center for persons who need to obtain a high school equivalency diploma, continue to open community education classes and/or reopen its adult high school?

The *Yes* responses to this survey questions were 89% with *No* responses at 11%. The response of affirmative to negative ratio was nearly 8 to 1. The implications are that there is a strong interest for the Vo-Tech District to continue expanding its adult, community and continuing education programs. There also seems to be an interest, based on individual comments, for more selected technical specialized programs for postsecondary students. There seems to be the suggestion that fewer highly specialized programs targeted to specific markets would probably increase resident participation in the district's adult, community and continuing education programs. There also seems to be a strong interest to support the continuation of the county GED test center and the adult essential skills (ABE training and GED) preparation.

15. Should the Vo-Tech Board offer more customized training for business and industry?

The respondents indicated 89% affirmative and 11% negative. The affirmative to negative ratio was nearly 8 to 1, suggesting the board should continue to expand its customized training initiatives with business and industry. Individual comments suggested that this would assist with the expansion and improvement of partnership with business, industry and employers.

16. What should be done to make the Salem County Vocational Technical Schools a more valuable county resource?

Respondents took advantage of this question to provide many fine suggestions for both the present and future. The following six recommendations were the most frequently received:

- Specialize in occupational areas which are in high demand
- Establish a technical center for environmental sciences
- Encourage more (potential students) to visit the Vo-Tech Career Center
- Work closely with businesses in the area to determine curriculum needs based on the workplace

- Intensify recruitment efforts
- Vo-Tech is for everyone

The above represent comments with a frequency of ten or more respondents.

In addition to reviewing the total responses to each questions, the questions were analyzed by geographic area and by participant category. The following is an overall analyses of student, parent, educator, employer and elected official responses.

STUDENTS

Top Affirmative Responses	Questions: #6, #7, #8, #15, #14, #12
Top Negative Responses	Questions: #1, #3, #4, #11

PARENTS

Top Affirmative Responses	Questions #7, #8, #9 #12
Top Negative Responses	Questions #1, #2, #4, #5

EDUCATORS

Top Affirmative Responses	Questions: #7, #8, #9, #12, #13, #14
Top Negative Responses	Questions: #1, #3, #4, #10

EMPLOYERS

Top Affirmative Responses	Questions: #7, #8, #12, #14, #15
Top Negative Responses	Questions: #1, #2, #4, #6, #13

ELECTED OFFICIALS

Top Affirmative Responses	Questions: #6, #8, #11, #12, #13, #14, #15
Top Negative Responses	Questions: #1, #2, #4, #5, #7

III. METHODOLOGY: STRATEGIC PLANNING OUTLINE

The strategic planning process required a great deal of preplanning and the development of a mission statement. The initial process included two primary functions which were as follows:

1. Review of the Board of Education philosophy for the district for educational programs and how these programs and services should be meeting the needs of the residents of Salem County.

2. Use of technology in the curriculum to enhance educational programs and opportunities and for the development and implementation of:

    - Technology Task Force recommendations of 1990
    - Applied Technology Programs
    - Tech Prep Programs

Based on these two areas of review, functional activities were identified. These activities were eventually incorporated into the charges for the six subcommittees that were established. The functional activities included:

1. Review of the name of the district as it pertains to the Board of Education's philosophy for the district.

2. Review the effectiveness of shared-time versus full-time vocational technical program.

3. Determine the best delivery system for Salem County in the 21st century.

4. Examine and review the district's culture and management.

As a result of these functional activities, senior staff identified what had to be done. The five areas identified included:

- Restructuring
- Staff Development
- Student Development
- Program Evaluation
    - Standards
    - Competencies

Senior level staff also identified what they termed 'realities." The six realities were as follows:

- Diversity of student population
- Assessment

- Curriculum, learning and instruction
- Standards
- Accountability
- Expectations
    - Colleges (further education)
    - Employers

Prior to moving forward, an attempt was made through the steering committee and the General Advisory Board to determine what all this meant. Based on the current philosophy and mission statement that had been identified, it was determined that:

> "It means we must provide the necessary technical, essential and work attitude skills for the student to pursue further training and employment."

Five areas were identified for follow-up. These were as follows:

1. Recognize the needs and diversity of the county population.
2. Stay on the leading edge of technology
3. Meet or exceed federal and state standards
4. Revise programs based on changing community and employer needs
5. Prepare students with the assets needed to survive on the job and in society

It was based on this outline that both the initial and final vision of the year 2002 was developed.

IV. PROCESS: STRATEGIC PLANNING MODEL 2002

At the January 25, 1994, meeting of the Board of Education, the Board approved the district's Strategic Planning Model 2002. The model was based on the mission statement:

> **To provide lifelong learning opportunities for the purpose of improving the quality of life, for further education and for employability.**

The six areas of review outlined in the introduction were formally approved, as was the model structure and assignment of senior level staff. Each subcommittee was charged as follows:

A. Review of the District's Philosophy and Institutional Identification

This committee was responsible to review the Board of Education's philosophy and to assess how the district's educational programs and services were meeting and should be meeting, the needs of the residents of Salem County. The review was to be based on the mission statement.

The committee was to also examine the district's institutional identification that is conveyed in its name and in the names of each of its major programs. The Board of Education's representative to this committee was James E. Lomax, President of the Board, and the Advisory Board representative was Ronald L. Sutton, Chairperson of the Advisory Board. The facilitator for the committee was Joan M. Hoolahan, Principal for the School Based Youth Services Program.

When the committee accepted its duty, it was to consider the results of survey questions #1, #3, #7, #8, #9, #10, #12 and #16f. The committee was also to include at least one representative from a Salem County school district; preferably, a chief school administrator from a K-12 district. Several county school district administrators participated on this committee. They included: Ronald L. Capasso, Ed.D., Superintendent of the Pennsville Public School District, and Steven P. Merkel, Principal of Woodstown High School. Participation on the committee was also opened up to other Advisory Board members and to as many other staff members that wanted to serve. A minimum of 10 persons were to participate on this committee with a maximum not to exceed 15 persons.

B. Review of the Delivery System, the Marketing Needs and Strategies

This committee was to review the effectiveness of shared-time versus full-time occupational, technical and vocational education programs and to recommend what specific type or types of delivery systems would best meet the needs of Salem County students for the 21st century. The committee was to specifically examine the delivery of all district programs; including, occupational, technical and vocational programs offered to shared-time 11th and 12th grade students and full-time postsecondary students; employment orientation programs offered to 9th and 10th grade students; Regional Day School programs; and, the adult, community and continuing education programs. The Board of Education representative to this committee was Vice President Edward C. Flitcraft. The Advisory Board representative was Kathy Gaudet, Manager of Human Resource Services at Mannington Mills. The facilitator for the committee was Charles F. Lee, Ed.D., District Supervisor for Support Services.

The committee was charged, when undertaking the study, to consider the results of survey questions #3, #4, #6, #9, #10, #13, #15, #16a, #16c, #16e and #16f. The committee was charged to seek additional advisory board members and as many staff persons as possible who would like to participate. The committee was further charged to attempt to solicit the participation of a chief school administrator, preferably from a K-8 district. The school administrator who participated with this committee was Donna M. Agnew, Superintendent of the Quinton Township Schools. The minimum size of the committee was to be 10 persons with a maximum size not to exceed 15 persons.

C. Review of the District's Structure and Culture

This committee was to examine and review the district's culture and the management of the district as it pertains to the effectiveness of educational and supporting service opportunities for students. Specifically, the committee was to examine the district's organizational charts, overall district management and the management style utilized for each major program. Major programs for the purpose of this strategic plan were identified as secondary and postsecondary, shared-time and full-time occupational, technical and vocational programs, employment orientation programs, Regional Day School programs and adult, community and continuing education programs. The Board of Education's representative on this committee was Evern D. Ford. The Advisory Board representative was Geraldine F. Burt. The facilitator for this committee was Donald E. Lambert, Principal of the Regional Day School at Mannington.

The committee was charged with obtaining staff participation from as many supervisory, certificated support, teaching and noncertificated staff as possible. The minimum size of the committee was to be no less than 10 persons with the maximum size no to exceed 15 persons.

D. Review of Financial Needs, Resources and Facilities

This committee was to project the financial needs of the district for each year through the year 2002. Further, the committee was to determine what portion of revenues should be local, state, miscellaneous and federal. The committee was also to examine the current resources and to identify additional sources of financial resources. The committee was further charged to examine the current facilities and to determine specific needs for these facilities; i.e., removal of underground storage tanks, AHERA compliance, 504 compliance, radon compliance, etc. Finally, the committee was to work with technology and technical program needs committee and the curriculum, program assessment and evaluation committee in identifying any new or additional facilities or modification to existing facilities that would be needed to meet district and community needs through the year 2002. The committee was charged with utilizing information from survey questions #9 and #16b.

The Board of Education representative on the committee was Acting County Superintendent, Michael R. Elwell. The Advisory Board representative was John Sakewicz. The facilitator for the committee was Doris J. Hitchner, the District Business Administrator/Board Secretary. Additional members of the Advisory Board were solicited to participate as were K-12 district superintendents and business administrators. John J. Daspro, Ed.D, Superintendent of the Pittsgrove Township Schools, served as the K-12 superintendent representative and Robert L. Hayes of the Carneys Point-Penns Grove district served as business administrator representative. Representation on the committee of certificated and noncertificated district staff was also encouraged. The minimum size of the committee was to be no less than 10 persons with the maximum to be no more than 15 persons.

E. Review of Technology Needs and Technical Program Needs

This committee was to examine the use of technology in the curriculum for the purpose of enhancing educational program and student learning opportunities. To accomplish this the committee was to review current Board of Education policy and regulation for technology and to make recommendations for any modifications that may be appropriate. The committee was also to examine the Salem County 2000 Technology Plan and to develop procedures for implementation of those aspects of the plan that were appropriate to the district and student needs. Further, the committee was to examine the development and implementation of tech-prep programs, applied technology programs and the status and implementation of the technology task force recommendations. In its deliberations, the committee was to consider responses to survey questions #2, #5, #8, #9, #10, #12 and #16b.

The Board of Education's representative to this committee was James E. Lomax, Board President. The Facilitator for this committee was Jack L. McCulley, Vo-Tech Career Center Principal. The Advisory Board liaison for the committee was Charles J. Jansky. The District's Supervisor of Buildings and Grounds, Fred A. Stuhl, was also assigned to

this committee as was District Technology Coordinator, Robert P. Becker. Faculty liaison representative to this committee was diesel technology teacher, Christopher P. Prioli. In addition, efforts were to be made to secure a representative from Salem Community College and a representative from the K-12 districts. The Salem Community College representative was tech-prep coordinator, Melanie Huckster. The K-12 district coordinator was Penns Grove High School Principal, Paul Rufino. In addition. the committee was charged to secure additional advisory board members and as many certificated and noncertificated staff members as would like to serve on the committee. Minimum size of the committee was to be 10 persons and the maximum size no more than 15 persons.

F. Review of Curriculum and Program Assessment and Evaluation

This committee was to review student pre-assessment procedures and to make recommendations for pre-assessment of students in all major district programs. These programs included: shared and full-time secondary and postsecondary occupational, technical and vocational programs; employment preparation programs; Regional Day School programs; and adult, community and continuing education programs. The committee was also charged to examine current program assessment and evaluation procedures and to make recommendations with regard to these procedures. Finally, the committee was challenged to review the format that is utilized for curriculum development.

The Board of Education's representative to the committee was Harry E. Perry. The Advisory Board representatives were Marlena Bauman, President of Regional Day School Home and School Parent Group Association, Carol W. Powers, President of Salem County Vocational Teachers Association, and Charles W. Morris. Facilitator for the committee was Robert L. Lawson, Principal of the Employment Prep Center. The committee was charged to attempt to solicit the participation of additional Advisory Board members and as many certificated staff members as possible. The committee was also charged to procure a curriculum coordinator from one of the K-12 sending districts to participate; this person was Jeanne Carlson, Ed.D., Director of Curriculum for the Salem City Public Schools. The minimum size of the committee was to be no less than 10 persons with a maximum size of not more than 15 persons.

V. COMMITTEE CHALLENGE

Each of the subcommittees pursued their charge with vigor and enthusiasm. Weekly progress reports were given at the Administrative Staff meetings. Progress and final reports were presented at an administrative, supervisory and certificated staff vision meeting that was held on March 24, 1994. At that meeting, the committee facilitators were charged to begin, over the next month, to prepare their draft and final reports. They were advised that it was important they not only view the present but that they project into the future. Specifically, committees were told that strategic planning must be reflective of global needs and concepts and should show forward thinking. The committees were advised that as they prepared the initial and eventual final reports to consider the following:

- Are your report and recommendations reflective of **vision** and **forward thinking**?

- Does your report contain **factual information** that is **supported by documentation**? Do not report hearsay or anything that cannot be substantiated with hard facts or accepted projection and/or predictability formulas.

- While your report should be **global**, it should be **focused on concepts**, but not so focused that you get into day-to-day nuts and bolts.

- If you make recommendations or cite areas that need to be addressed, also **provide solution models**. There may be more than one or multiple solution models; in fact, this is encouraged.

- As you seek information, especially from committee participants, **try not to stymie or discount anyone's input or comments**. Such input and comments, however, **should only be included in the final report if it can be documented and supported**.

- If you have a list of specific suggestions that address day-to-day nuts and bolts activities; i.e., each teacher's picture and name on the door outside of their classroom, **attach these suggestions as an addendum** or **appendices**, do not include them in your text.

- Substantiated **concepts** and **global recommendations** should be reserved for the **actual text of your committee report**.

- **If you make a statement in the report**; such as "turnover is a problem," **be sure that you have substantiated** that turnover is in fact a problem based on data. In this case you should also **be specific**; i.e., classroom aide turnover compared to classroom teacher, middle management or senior management turnover.

- If you make a **recommendation** or cite a **documented problem**, then **provide a solution model**.

- **Focus your solutions** on **documented problem areas** or **recommendations**.

The committee chairpersons were advised that by adhering to the above, the strategic planning committee reports would be the bases for and would result in the development of an effective strategic plan to help guide the district successfully into the next century.

VI. COMMITTEE FINDINGS AND RECOMMENDATIONS

Each of the strategic planning subcommittees prepared a comprehensive report. These reports contained an assessment of the current status, objectives or needs, a review of the literature and recommendations. These reports were presented in their entirety at the May 12, 1994, annual Salem County Vocational Advisory Board dinner meeting. Attendance at this meeting, in addition to the Advisory Board members, included all members of the Board of Education, members of the Board of Chosen Freeholders, state elected officials and the media. Complete copies of full text of the committee reports are available at the District central office.

In the summary that follows, a brief synopsis of the process that was used is described and the recommendations are presented. Many of these recommendations are repeated under the recommendation and conclusion section of this document. The synopsis of the committees, reports is as follows:

A. Review of the District's Philosophy and Institutional Identification

The process used to collect data for this report included individual interviews both in person and by phone with persons who were identified as key responders. These key responders included 58 individuals representing district employees, county school administrators and school counselors. The subcommittee held four meetings with representatives from various segment of the community. An information gathering meeting was also held with Mannington Township 8th grade students.

Key responders were asked how the school district could plan its future by answering four questions. These questions included the following:

1. The mission statement is: To provide life-long learning opportunities for the purpose of improving the quality of life, for further education and for employability. Does this statement clarify what you observe to be working realities of our District?

Of the respondents , 91.4% stated that the mission statement did in fact reflect working mission of the district. Several additional comments were received as follows:

- Make less wordy, ambiguous
- The needs of special needs children are not being met
- Quality of life
- Who is served?

2. Our district identifies itself with the name: Salem County Vocational Technical Schools. Should we maintain this title?

Of the persons polled, 77.6% responded *Yes*. Additional comments included:

- Up to date term
- Does not reveal programs purpose
- Leaves out Regional Day School and School Based Youth Services
- Too long, more publicity on postsecondaries
- Well known-- Keep it, valuable identity.

3. The recent survey of county residents states that parents of high school students lack information on our programs. Can you recommend ways for us to improve our communications?

Eighteen recommendations were provided. All suggestions are presented. No attempt was made to address the frequency. The suggestions are as follows:

- School counselors
- Employers
- Middle School Students
- Middle School Families
- District staff attend PTA and Back-to-School nights
- Direct mail to parent
- Visits by 8th grade students
- News releases
- Brochures
- Presentations to elementary students
- District open houses/more often
- Attend County events
- Information to middle school staff
- Provide services that would attract attention
- Begin in early grades to inform children and parents
- Flood market
- Have special events
- Parents want to see more written about their children

The responses that were received, were broken down into the following categories: School administrators, 12.1%; Advisory Board members, 17.2%; District staff persons, 46.6%; and, Other, 24.1%. It is acknowledged that the above was received from persons who were identified as key responders from selected groups. These responders were selected because they either had prior knowledge of the District or because of the population they represented.

Seven issues were identified and recommendations made to address these issues. The issues and recommendations are as follows:

Issue 1: Of the persons surveyed, 91% believed that the current mission statement reflects working realities of the district and should be maintained as stated: To provide lifelong learning opportunities for the purpose of improving the quality of life, for further education and for employability.

Recommendation: The Board of Education should continue to utilize the mission statement as identified during the 1992-93 school year.

Issue 2: Of the persons surveyed, 77.6% believed the Board of Education should maintain the current district title. Respondents stated that changing the name does not change the image. Of those surveyed, 22.4% believe that the name of the district, because it does not reflect the Regional Day School at Mannington and the Salem County School Based Youth Services Program, should be broadened. Although this perspective was considered, it is the primary statutory responsibility of the Board of Education to provide county residents with vocational technical educational opportunities. As a result, all programs operated by the Board of Education do not have to be reflected in the district's title.

Recommendation: That the current name, Salem County Vocational Technical Schools be maintained.

Issue 3: To discuss the philosophy of the District as expressed in Board Policy and Regulation, Chapter 3, beginning on page P-301 of the Board Policy Manual.

Recommendation: The subcommittee accepted the continued use of paragraphs 1 and 3 as a valid expression of the Board of Education's philosophy. It was felt that paragraph 2 could be expanded so as not to limit employment orientation, occupational, technical or vocational education programs to shared-time programs.

Issue 4: The committee discussed the limitations involved in the term "share-time vocational" and discussed creative solutions to shared-/full-time options. Specifically, in paragraph 2, sentence 1, of the district philosophy, it is stated "The specific goal of the shared-time vocational and technical programs is to prepare students upon completion of a program for employment and/or the pursuit of further education while maintaining ties with their home high school for the purpose of academic training, for scholastic athletic opportunities and for social functions."

Recommendations: The subcommittee recommends that a shared-time program not be the only option available to secondary school students. Alternatives proposed included variations of the shared-time approach as well as full-time options for some students. These alternatives were as follows:

1. That consideration be given to piloting a shared-time approach where students would attend by alternating semesters three full days at the vocational school and two full days at their home high school district. Under this pilot, students would attend vocational technical programs/academic programs on a rotating basis using a 3/2 system and changing each semester. Other variations of this approach include a week about, a month about or a semester about.

   Prior to considering a pilot even with one district would require review of all the ramifications including the scheduling of staff, impact on students completing high school graduation requirements, competency requirements and high school proficiency testing.

2. That a 13th year of schooling be presented to all high school students with the final year being set aside for vocational technical training that includes a school-to-work linkage experience.

3. That a full day vocational school option be permitted for some students. To address the cost of piloting such a program, interactive television, satellite programming, etc., should be considered. Further, pilots should be considered under which the vocational district operates an occupational or technical program at a home school district with the home school district providing integrated academic instruction as part of a full-day program.

Issue 5: The committee discussed the need to evaluate the increasing importance of the postsecondary population in the vocational school district. As stated, particular planning needs to occur around the manner in which postsecondary students are integrated into a secondary youth populations. With regard to the philosophy, the committee pointed out that paragraph 2, sentence 2, of the district philosophy states: "The vocational continuing and adult education programs shall be designed for adults and out-of-school youth for the purpose of upgrading vocational and technical skills, for retraining and for entry level skills where necessary."

Recommendation: That a committee of postsecondary students be created to serve as a resource to identify issues and needs for this population.

Issue 6: The committee discussed at length the results of question 1 from the district's survey concerning the lack of knowledge on the part of parents on

occupational, technical and vocational education opportunities. It was determined, as a result of this discussion, that several areas need to be addressed in order to enhance the knowledge of district programs by parents, students and educators. It was further determined that the current vehicles of communications are not addressing this issue and that new and creative vehicles need to be established. The committee provided several recommendations and solutions it believed would enhance the image of the district.

Recommendations:

1. That the current adult education brochure which is disseminated twice a year to 35,000 homes in Salem County at an approximate cost of $5,700 per semester be redesigned to incorporate district information as well as including a mechanism for individuals to get further information as desired or needed. A possible solution suggested is to utilize the updated graphics/CADD/desktop publishing capabilities within the district for this purpose. It was also suggested that a short-term consultant or part-time person be employed to assist in the design of this marketing tool.

2. That the district target marketing packages towards middle school students and parents for the specific purpose of providing career information as well as establishing a vehicle to create a more positive image for the district. Six solutions were also proposed. These included:

    a. Recruiting successful vocational graduates to serve as marketing ambassadors for the district.

    b. Planning and implementing cooperative learning workshops for middle school parents and students.

    c. Creating shadowing programs for 8th, 9th and 10th graders to provide them with first hand information as to programs that are available in the district.

    d. Expanding the concept of student/parent shadowing.

    e. The use of district representatives to speak at various gatherings around the county.

    f. Expansion and dissemination of program information to all 8th graders in the early part of their 8th grade experience for their parents to assist these students with their freshman course selection.

Issue 7: That the image of the vocational school district needs to be addressed with parents, academic students, school counselors and administrators. The committee discussed at length the stigmas perceived by some people about vocational schools. The perceived image often is that only losers, noncollege capable individuals go to a vocational school.

Recommendations:

1. That a definite strategic plan be created to dispel this myth. Six solutions were suggested. These were:

    a. To assign a district staff person to be responsible for arranging speaking engagements throughout the county and to invite groups to hold events in district buildings.

    b. To have a district representative/postsecondary/successful vocational school graduate inserviced and prepared to address key groups in the county including school boards, parent groups, educational, religious, social and civic gatherings.

    c. Hire a part-time marketing consultant to organize and monitor solutions.

    d. Consider summer programs for 6th, 7th and 8th grade students at minimal cost to recipients and that parental participation be incorporated into this program.

    e. That the Mannington School Model be piloted with other 8th grade students in Salem County and that the model be expanded to incorporate parent involvement.

    f. That ongoing follow-up occur with past Mannington 8th grade students to encourage them to select occupational, technical and vocational education opportunities.

2. That ongoing feedback be provided to strategic planning members on the district's implementation of final recommendations of the entire plan.

B. Review of the Delivery System, the Marketing Needs and Strategies

Based on the Advisory Board's 16-question survey and the responses of approximately 1,000 county residents, this subcommittee focused on survey questions that addressed marketing needs. It was reported by the subcommittee that, while 59% of the respondents to the county-wide survey were satisfied with the district marketing of vocational technical programs, only 32% of the respondents perceived parents of high

school students to be sufficiently informed about occupational, vocational and technical programs to the extent that they can give advice to their children. As part of their charge, the subcommittee reviewed district publications and the district recruitment video. This was done with the full knowledge of the survey findings. As a result, the committee provided no fewer than 20 recommendations to assist with future marketing efforts.

The committee also recognized the need for target marketing aimed at parents of high school students and to assist approximately 2/3 of those parents who need more information about occupational, vocational and technical school programs. The committee encouraged the Board of Education and district administrative staff to develop programs for parent groups in sending school districts. The subcommittee stated that clearly both short-term and long-term goals must be established to provide for even more interaction with parents of elementary, middle and high school students. It was recommended that parents of elementary and secondary students be invited to quality events that include, but are not limited to, parent counseling and awareness sessions, back-to-school nights, open houses, career days and the annual Winter Competition.

The committee also strongly urged review and expansion of the student ambassador program. Targeted marketing to students was not afforded the same priority by the committee as for parents. Nevertheless, expansion of vocational student leadership clubs was encouraged as were tours of prospective students, peer counseling and student shadowing. The committee also reviewed the delivery system for each of the districts major programs.

The focus of the committee review, however, was on the issue of full-time and shared-time programs and the implication of both on services to secondary students. After a complete analysis of the advantages and disadvantages of both full- and shared-time programs, it was determined that for the immediate future the shared-time model continue to be the primary model utilized to serve Salem County students. The committee further recommended that consideration should be given to specialized full-time models that could include, magnet, cooperative approaches utilizing interactive television, pilot technical programs being offered in sending district high school sites and/or in conjunction with Salem Community College.

It was also recommended that immediate attention be given to expanding shared-time opportunities to students in grades 9 and 10. For the purpose of long-range planning, it was recommended that further ongoing study be conducted of collaborative approaches for distance learning, satellite video, and cooperative technical program magnets with one or more county high schools and/or the community college.

The academy approach utilized in Bergen and Monmouth Counties and being considered in Camden, Middlesex and Passaic Counties was also reviewed. A concern however was expressed that an elitist approach would be taken with this type of program. Nevertheless, it is a concept the committee chairperson stated should be further explored.

The committee noted the continuing improving image of the Salem County Vocational Technical Schools that has resulted from the district's role in the utilization of technology to enhance learning and in sharing this technology with other educational institutions in the county. The committee also noted that the Vo-Tech district role in the Salem County 2000 Technology Initiative was clearly one of leadership which resulted directly in the development of a county-wide technology plan, electronic E-mail communication system, a better awareness of the potential that is available through fiber optic information highway, and the promotion of the use of technology in the classrooms to enhance instruction.

The committee also recognized the need to target market. While the committee recognized that the board of education offers many and varied programs, the vocational school district did not and cannot serve the needs of all people. The committee also noted that the county vocational technical school is a valuable county resource and stated the need for continuation of strong adult, community and continuing education programs as well as postsecondary programs. It further recognized the need for continued customized training programs and apprentice programs to serve area businesses and industries and the need to expand the district's very successful pilot school-to-work transition programs.

The committee pointed out the importance of the district continuing to focus on technical, essential and basic work attitude skills. To this end, the committee recommended continued operation of the pre-vocational and employability skills programs that primarily serve JTPA and REACH clients and the need to continue ABE and GED options for postsecondary students through the Adult Advancement Center. The committee strongly urged that policies that have been set to require non-high school graduates to participate in either an adult high school or GED program as part of their vocational technical program be made mandatory.

To promote an awareness in elementary students of the opportunities that are available through occupational and technical education, the committee urged consideration of a summer computer camp for elementary and middle school students operated on a fee basis. As part of this program, the committee suggested that successful junior and senior level vo-tech students be employed as instructional aides or technicians to assist summer camp instructors. It was felt by the committee that student peer assistance would make possible the serving not only of additional elementary and middle school students, but would make the program more meaningful as a counseling and educational awareness tool. Major issues considered by this committee were: 1) shared time versus full time delivery of employment orientation, occupational, technical and vocational education programs; 2) the need for expansion of technical and service

programs; 3) the need for assisting parents to be better informed regarding opportunities that are provided through occupational, vocational and technical education programs; 4) the need for target marketing; and, 5) review of the need for establishment of a technical center and/or academy.

Seven recommendations were presented. These recommendations were as follows:

1. Priority targeted marketing to parents of elementary and secondary students should be initiated. This should be accomplished both through informational and promotional initiatives designed specifically for parents. The focus should be on occupational, vocational and technical program opportunities to address the myth that participation in vocational technical programs does not preclude, but in fact could, through the expansion of school-to-work linkage and tech-prep programs, actually enhance participation in further education programs. The Studies in Environmental Technology initiative was cited as one such linkage as were five other programs that provide tech-prep options in cooperation with Atlantic, Cumberland and Salem Community Colleges. It is noted that many of the committee's list of 20 implementation recommendations focused on parents and students.

2. Targeted marketing of elementary and secondary students must be reinstated, continued and expanded. It was suggested that, through the equity grant program, this service be reimplemented. Further it was suggested that summer programs and/or after school programs, such as the Mannington model be utilized to expand awareness programs to elementary students. At the secondary level, it was strongly urged that the ambassador program shadowing component be expanded and/or implemented.

3. Explore the possibility of a three- or four-year shared-time program for high school students at the Vo-Tech Career Center. Market the advantages of shared-time occupational, vocational and technical programs as having the best of both worlds for high school students. It was further suggested that the school-to-work transition models be utilized to attract students since such models promote and enhance the potential for employment. It was also suggested that the mission for the Employment Prep Center program be reviewed as part of an initiative to consider providing occupational, technical and vocational education opportunities for students beginning with grade 9.

4. Explore and implement collective approaches for distance learning and satellite video conferences. Consider the development of satellite or magnet programs at one or more of the county's six high school sites.

Such a cooperative endeavor could enhance educational opportunities and could provide on a pilot basis a full-time program at single school sites and/or multiple sites utilizing interactive television. The key to such initiatives would be collaboration.

5. Explore and consider for long-range implementation a postsecondary academy similar to one operated by Bergen County Vo-Tech with the focus on inclusiveness. It was noted that the Bergen County program is operated for secondary students as is the high-tech high school. The program in Monmouth County which is operated by the Monmouth County Board for Vocational Education, is also for secondary students. The latter program is offered on the Brookdale College Campus. One possibility for such an academy might be a joint venture with Salem Community College, where all academic instruction would be offered at the community college and the technical portion of the program offered at the county vocational school. The key to such an approach would be, again, collaboration.

6. Salem County Vocational Technical Schools must continue to assume a leadership role in technology in order to enhance the prospect of graduates for employment that currently requires technology or will require technology in the future. It is recommended specifically that every graduate of an occupational, technical or vocational education program be technology literate. Further it is recommended that the district continue to expand marketing that is reflective of the district's leadership role in technology.

7. Continue to serve as a county resource for adult and continuing education programs and for customized training programs to serve area businesses and industries and expand these programs as needed. Offer continued GED services to county residents who need a high school equivalency diploma. Reestablish the adult school with specific focus on serving postsecondary students and/or out of school youth who do not have a high school diploma and who are in need of occupational, technical or vocational education training. Finally, it was recommended that the Board of Education consider operating a summer computer camp for elementary and middle school students with vo-tech students serving as support aides and/or technicians to teaching staff.

C. Review of the District's Structure and Culture

As part of the strategic planning initiative, the Salem County Vocational Technical Schools initiated a review of the district's structure and culture. This review was conducted by a broad-based committee representative of the district's major educational programs. These included secondary and postsecondary shared-time and

full-time occupational, technical and vocational programs, employment orientation programs, Regional Day School and adult, community and continuing education programs. The charges to this committee included specific examination of the board's organizational charts, the district management and the management style within the programs. The overall intent of this review was to determine the relationship of structure to the educational and support opportunities to students. Ten staff persons representing all areas of district operations and services as well as a representative from the Board of Education and Advisory Board participated on this committee.

The district's organization was reviewed by the committee through an examination of the Board of Education's approved organizational charts. The charts were determined to be an accurate reflection of the district's organization. Responsibility and personnel identified in the organizational charts were judged to be correct and understandable for all programs within the Salem County Vocational Technical School district. It was noted however, for the 1993-94 school year, part of the reorganization that was approved by the Board of Education in the preceding year that a director of instruction was to be employed. Because of budget limitations this position was not initiated. These budgetary limitations were recognized, but it was felt that instruction, especially from a curricular development and monitoring standpoint, could be enhanced if this position were to be filled.

Staff interviews and discussions were conducted by committee members in each of the district's major programs to examine perceptions, needs and recommended solutions. The recommendations in this area were considered in three conceptual settings: Short-Term, Mid-Term and Long-Term. All recommendations were based on the premise of ongoing change.

In the current economic times, downsizing has become essential in the private and public sectors. The decline of institutional resources and tax funding bases have further eroded the manner in which businesses and education operate. Numerous factors come into play that foster changing visions of the school responsibilities. These include changing economic resources and social conditions, all of which have interacted with the concept of the learning process and available technology to widen expectations of the schools in today's society.

The Salem County Vocational Technical Schools comprise a small district that has traditionally required varied staff assignments and responsibilities. Stress associated with downsized resources and personnel have increased pressure and magnified time constraints for school districts across the country. Literature in the field is currently filled with research-based examples of school change and restructure. The committee established that change is inevitable and that systemic change should be viewed as a need and as an ongoing process at the Salem County Vocational Technical Schools. As a response, the committee proposed three major recommendations. These recommendations were as follows:

1. District Restructuring Team. This ongoing team should be composed of representatives from all areas of the district, Salem County school districts and parents. It should be charged with selecting an appropriate restructuring format, if such is needed; finding resources to support change; initiating opportunities for employees to learn about change activity; and, reviewing the effectiveness of the district's activities annually.

2. Prioritize Job Tasks and Methods of Employment. Downsizing is a given; however, the committee has recommended that steps be taken to ensure the integrity of positions crucial to the well-being of the district. Strong consideration should be given to the employment of consultants to support student recruiting, overall marketing and alternative sources of funding for the district. Such a direction and structure would allow consultants to address specific needs, pressures, time constraints and responsibility that could be placed upon current staff.

3. Develop Proactive Strategies for Staff Communication. The key area to successful school change and restructuring is communication. Since change has already impacted on the district in the form of local and state financial support as well as the district technology initiative, the committee recommends the following steps be undertaken.

    a. Staff orientation. All current staff and new staff be provided with orientation on all district programs beginning in September 1994. This could include visits to schools and all district programs. These visits could also include an organized presentation of programs, services, opportunities and options by instructors. Further written handouts could be included for staff similar to those utilized for student recruitment.

    b. Newsletter. The newsletter could be expanded to showcase the accomplishment of staff in all programs on a monthly basis. For example; a regular Regional Day School feature on student success in therapy or at the Employment Prep Center could be included. Other possible regular features could highlight technology, recruiting and job placement.

    c. Community Presence. To establish a "grass roots" presence in Salem County, the committee members believed that it is essential for the district to establish a higher profile in each of the County's communities. The members further stated that because the vo-tech district is not part of a local school system or any one community, its identity is not well-established with parents. The committee endorsed ongoing activities such as holiday baking for nursing homes, construction of picnic tables for the county and/or

local elementary schools and community activities to enhance the image of the vo-tech district. The committee also suggested that direct contact with the district staff and students is essential to developing a positive community awareness program.

D. Review of Financial Needs, Resources and Facilities

Three objectives were established to address the charge of this committee. These objectives and activities to pursue the objectives were as follows:

1. Project the financial needs of the district for each year through the year 2002. Examine current resources and identify potential sources of additional revenues/resources. To accomplish this objective, it was determined that the committee would analyze the revenues for the past ten years, identify other resources/potential sources of revenues, determine what portion of revenues should be local, state and federal and project the financial needs of the district through the year 2002.

2. To examine the Survey of Community Interest, Opinions and Needs, question #16. This question was "What could be done to make the Salem County Vocational Technical Schools a more valuable county resource." It was determine that the committee would review the survey responses and determine areas to be recommended for further review.

3. Review facilities to determine future needs and proposed expenditures. The committee decided to review the specific needs of existing facilities for regulatory compliance, the long-range facilities/5-year maintenance plans and for program changes. Further, the committee determined that it would review the need for new or additional facilities as identified by the technology needs and technical program needs committee and the curriculum and program assessment and evaluation committee as well as responses from question 9 on the community survey. This questions was "Should the Vo-Tech Board further study the need to establish a technical center for high level technical programs."

Specific steps taken to address each objective and recommendations are as follows:

Objective 1: Check the financial needs of the district for each year through the year 2002. Examine current resources and identify potential sources of additional revenues/resources.

Budget revenues, beginning with the 1983-84 school year through the approved 1994-95 school year budget were reviewed. This review shows that local levy revenues and the percentage of these revenues on the total current expense budget and capital

outlay budget have inconsistently increased and decreased during the period reviewed. The increases and decreases in local levy revenues have resulted in a need to carry more than half of the local levy request to the following county calendar year budget creating an imbalance in the funding request for the school year budgets. These inconsistent fluctuations of the local levy were previously funded through an appropriation fund balance. The current state statute is a 7.5% cap limitation on fund balances. As a result, local levy shortfalls can no longer be funded in this manner. As a practical manner, fund balances as such, have been eliminated.

Recommendations:

In an effort to continue to effectively and efficiently operate the school district and to carry out the mission "to provide life-long learning opportunities for the purpose of improving the quality of life for further education and for employability" it will be necessary to identify additional revenues and/or resources. In addition, it is important that the budget revenues and appropriations remain consistent or increase moderately rather than increase or decrease as shown in the 12-year budget review. The imbalances in increases/decreases that appear in Chart 1 can be leveled only if additional revenue sources are identified and secured.

More specific recommendations were made to address this objective. They were as follows:

1. Continue to raise the county local levy share of support of the current expense budget to a level of 1/3 of the current expense budget and ensure that it consistently remains at this level.

2. Equalize the school year and county calendar year local levy request so that no more than 1/2 of the school year request is postponed to the following county calendar year budget.

3. Realize additional revenues by establishing customized training programs and/or profit centers. Maximize use of the school facilities for profit-making enterprises by offering training programs, at a profit, in all of the facilities that are not in use by students.

4. Aggressively seek federal and state grant funding. Consider hiring a contracted consultant to prepare grant applications with bonuses and/or incentives for successful results.

Objective 2: Examine question 16 on the Survey of Community Interests, Opinions and Needs, "What could be done to make Salem County Vocational Technical Schools a more valuable county resource."

The most frequently listed responses to question 16 on the survey that was administered to more than 1,000 county residents were:

a. Specialize in occupational areas which are in high demand.

b. Establish a technical center for environmental sciences.

c. Encourage more (potential students) to visit the Vo-Tech Career Center.

d. Work closely with businesses and employers in the area to determine curricular needs based on competencies needed in the work place.

e. Intensify recruitment efforts (advertise products).

Increase enrollments at the secondary and postsecondary level "by encouraging more potential students to visit the Career Center" and "intensified recruitment efforts" may increase revenues (under the present state aid funding method, increased enrollments have not increased state aid) in the future, if state aid is based on student enrollments. This reference is to the current freeze on state aid to the 1991 level of enrollment funding for the 1994-95 school year.

The district-wide computer network and equipment installed as part of the technology initiatives allows the district to provide training on computer operations, basic skills, etc., to a variety of clients. The Technology Resource Center is utilized for a wide variety of presentations to various interests groups. Additionally, private and public sector employers have expressed interest in customized training in occupational, technical and vocational areas, computer and literacy training.

Recommendations:

To address this objective and the committee findings, four recommendations were made. They are as follows:

1. Survey public and private sector employers to determine interest in customized training in vocational, technical, occupational and computer-related programs that the district could offer.

2. Aggressively market the technology services and resources that are available.

3. Aggressively recruit students through increased marketing to parents, students and employers.

4. Consider a staff bonus or incentive programs for staff who bring new revenues to the district; i.e., student recruitment, obtain grant funding, Recommend, initiate or implement profit-making ventures.

Objective 3: Review facilities to determine future needs and proposed expenditures.

A facility tour was conducted and major projects were identified for inclusion in the long-range facility plan. Both the long-range facility plan and the five-year maintenance plan were reviewed. The need to update both of these plans annually was noted. In addition, investigation of possible conversion of energy saving, lighting, heating and air-conditioning systems using alternative fuels such as geothermal systems were recommended.

A method to effectively implement or comply with numerous federal and state regulations needs to be identified. With the establishment of the environmental technology program assistance in implementing or complying with environmental regulations may be provided to the district's regulatory compliance officer through the program.

Facility studies must be ongoing as changes and needs are identified. A present concern is how the existing facilities are utilized now and what needs can be identified for the future to effectively meet the occupational, technical and vocational training needs of county employers and residents. As consideration is made to offering full-time programs, it may be necessary to add an interactive television studio as a means to provide academic courses rather than building facilities or adding staff.

Recommendations:

Development of a fee schedule and Board of Education policy needs to be pursued for the various facility uses identified. Six recommendations to implement the findings based on this objective were proposed. These recommendations are as follows:

1. Prepare an annual update to the long-range facility and five-year maintenance plans that include all projects that are identified.

2. Investigate energy-saving, lighting, heating and cooling conversions as well as alternative to fuel and/or sources of electricity.

3. Conduct an ongoing study of program changes and the resultant need for facility changes. This could possibly be achieved in the form of an annual report.

4. The district's compliance officer for regulatory issues, the Career Center principal and the environmental technology instructors should meet to determine and report on the possible inclusion of regulatory compliance topics in the environmental technology program.

5. Board of Education policy and regulation on facility use should be reviewed and revised. A fee schedule that is appropriate to the technology changes in all facilities should be developed.

6. Unproductive programs such as those with continuing low enrollment during two or more consecutive years, poor achievement on student competency tests and/or low placement or continuing education rates should be phased out.

Chart I that follows provides for a comparison of increases and decreases in revenues, current expense capital outlay and special projects from the 1983-84 school year through the 1994-95 year. This 13-year comparison shows balance appropriated, county levy, tuition, miscellaneous, state and federal aid. Increases and decreases can easily be followed as can imbalances in local funding levels between fiscal and calendar years.

CHART I A
SCVTS % AND $ INCREASE/DECREASE IN REVENUES

1986-87$		1986-87$	% + (-)	$ + (-)	1985-86$	% + (-)	$ + (-)	1984-85$	% + (-)	$ + (-)	1983-84$
	CURRENT EXPENSE										
$1,797,861	Balance Appro	$1,797,861	1423.88%	$1,679,882	$117,979	38.70%	($967,883)	$1,085,862	63.14%	$420,258	$665,604
$693,489	County Levy	$693,489	-21.28%	($187,511)	$881,000	2.50%	$40,685	$840,315	2.56%	$21,000	$819,315
$555,404	Tuition	$555,404	32.81%	$137,203	$418,201	110.95%	$51,032	$367,169	52.59%	($407,366)	$774,535
$166,138	Miscellaneous	$166,138	-28.82%	($67,270)	$233,408	6924.49%	$235,833	($2,425)	-101.47%	($167,919)	$165,494
$1,467,699	State Aid	$1,467,699	4.64%	$65,103	$1,402,596	17.74%	$2,997	$1,399,599	21.56%	$248,274	$1,151,325
$4,680,581	**Subtotal**	**$4,680,581**	**53.30%**	**$1,627,407**	**$3,053,184**	**3.10%**	**($637,336)**	**$3,690,520**	**3.19%**	**$114,247**	**$3,576,273**
	CAPITAL OUTLAY										
$197,119	Balance Appro	$197,119	1.38%	$2,688	$194,431	-53.95%	$51,550	$142,881	-35.04%	($77,088)	$219,969
$187,204	County Levy	$187,204	-22.55%	($54,516)	$241,720	100.00%	$34,714	$207,006		$207,006	$0
$0	State Aid	$0									
$384,323	Subtotal	$384,323	-11.88%	($51,828)	$436,151	37.13%	$86,264	$349,887	59.06%	$129,918	$219,969
	SPECIAL PROJECTS										
$0	Local	$0		$0	$0		$0	$0		$0	$0
$0	State	$0		$0	$0		$0	$0		$0	$0
$231,655	Federal	$231,655		$231,655	$0	-58.66%	($286,323)	$286,323	-36.97%	($167,957)	$454,280
$231,655	Subtotal	$231,655		$231,655	$0	-58.66%	($286,323)	$286,323	-36.97%	($167,957)	$454,280
1986-87$		*1986-87$*			*1985-86$*			*1984-85$*			*1983-84$*
$5,296,569	GRAND TOTAL	$5,296,569	51.79%	$1,807,234	$3,489,335	1.76%	($837,395)	$4,326,730	1.79%	$76,208	$4,250,522

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CHART I B

SCVTS % AND $ INCREASE/DECREASE IN REVENUES

	1990-91$	% + (-)	$ + (-)	1989-90$	% + (-)	$ + (-)	1988-89$	% + (-)	$ + (-)	1987-88$	% + (-)	$ + (-)
CURRENT EXPENSE												
Balance Appro	$478,703	126.30%	$267,165	$211,538	86.00%	($1,299,337)	$1,510,875	-19.23%	($359,769)	$1,870,644	4.05%	$72,783
County Levy	$763,620	0.40%	$3,006	$760,614	2.44%	$18,121	$742,493	2.35%	$17,074	$725,419	4.60%	$31,930
Tuition	$21,007	-91.89%	($238,000)	$259,007	11.06%	($32,219)	$291,226	53.33%	($332,851)	$624,077	12.36%	$68,673
Miscellaneous	$458,348	17.84%	$69,376	$388,972	26.38%	$81,186	$307,786	43.04%	$92,614	$215,172	29.51%	$49,034
State Aid	$1,663,095	3.08%	$49,639	$1,613,456	8.02%	$119,758	$1,493,698	11.84%	($200,566)	$1,694,264	15.44%	$226,565
Subtotal	**$3,384,773**	**4.90%**	**$161,186**	**$3,223,587**	**-25.80%**	**($1,112,491)**	**$4,346,078**	**-15.27%**	**($783,498)**	**$5,129,576**	**9.59%**	**$448,985**
CAPITAL OUTLAY												
Balance Appro	$500,414	52630.66%	$499,465	$949	-99.95%	($1,769,213)	$1,770,162	136.13%	$1,020,515	$749,647	280.30%	$552,528
County Levy	$261,130	23.97%	$50,494	$210,636	5.41%	$10,811	$199,825	33.59%	$50,244	$149,581	-20.10%	($37,623)
State Aid	$36,238	41.75%	$10,673	$25,565	-21.64%	($7,061)	$32,626	12.81%	$3,704	$28,922	0.00%	$28,922
Subtotal	$797,782	236.40%	$560,632	$237,150	-88.16%	($1,765,463)	$2,002,613	115.76%	$1,074,463	$928,150	141.50%	$543,827
SPECIAL PROJECTS												
Local	$18,261	3552.20%	$17,761	$500	#DIV/0!	$500	$0		$0	$0		$0
State	$273,609	-10.52%	($32,153)	$305,762	-19.49%	($74,034)	$379,796		$379,796	$0		$0
Federal	$287,425	-30.17%	($124,201)	$411,626	82.99%	$186,683	$224,943	13.73%	$27,150	$197,793	-14.62%	($33,862)
Subtotal	$579,295	-19.31%	($138,593)	$717,888	18.71%	$113,149	$604,739	205.74%	$406,946	$197,793	-14.62%	($33,862)
	1990-91$			***1989-90$***			***1988-89$***			***1987-88$***		
GRAND TOTAL	$4,761,850	13.69%	$573,225	$4,188,625	-39.76%	($2,764,805)	$6,953,430	11.16%	$697,911	$6,255,519	18.11%	$958,950

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CHART I C
SCVTS % AND $ INCREASE/DECREASE IN REVENUES

	1994-95 $	% + (-)	$ + (-)	1993-94 $	% + (-)	$ + (-)	1992-93$	% + (-)	$ + (-)	1991-92$	% + (-)	$ + (-)	1990-91$
CURRENT EXPENSE													
Balance Appro.	$210,944	3693.96%	$205,384	$5,560	-91.56%	($60,295)	$65,855	-93.31%	($919,191)	$985,046	105.77%	$506,343	$478,703
County Levy	$1,209,000	-4.00%	($50,386)	$1,259,386	18.47%	$196,308	$1,063,078	61.80%	$406,048	$657,030	-13.96%	($106,590)	$763,620
Tuition	$0	-100.00%	($24,000)	$24,000	-67.51%	($49,877)	$73,877	-23.54%	($22,751)	$96,628	359.98%	$75,621	$21,007
Miscellaneous	$274,196	34.97%	$71,048	$203,148	-0.78%	($1,590)	$204,738	26.43%	($73,570)	$278,308	-39.28%	($180,040)	$458,348
State Aid	$1,965,373	-2.78%	($56,221)	$2,021,594	-5.63%	($120,715)	$2,142,309	16.76%	$307,502	$1,834,807	10.32%	$171,712	$1,663,095
Subtotal	**$3,659,513**	**4.19%**	**$146,828**	**$3,513,688**	**-1.82%**	**($66,169)**	**$3,579,857**	**-7.84%**	**($391,962)**	**$3,851,819**	**13.80%**	**$467,046**	**$3,384,773**
CAPITAL OUTLAY													
Balance Appro.	$0		$0	$0		$0	$0		$0	$2,750,000*	-100.00%	($500,414)	$500,414
County Levy	$0		$0	$0		$0	$0	-100.00%	($178,970)	$178,970	-31.46%	($82,160)	$261,130
State Aid	$23,387	-0.87%	($206)	$23,593	5.89%	$1,312	$22,281	28.61%	$4,957	$17,324	-52.19%	($18,914)	$36,238
Subtotal	$23,387	-0.87%	($206)	$23,593	5.89%	$1,312	$22,281	-88.65%	($174,013)	$196,294	-75.40%	($601,488)	$797,782
SPECIAL PROJECTS													
Local	$0	-100.00%	($10,250)	$10,250	189.14%	$6,705	$3,545	786.25%	$3,145	$400	-97.81%	($17,861)	$18,261
State	$70,000	-85.49%	($412,523)	$482,523	33.78%	$121,828	$360,695	43.23%	$108,863	$251,832	-7.96%	($21,777)	$273,609
Federal	$72,396	-75.48%	($222,910)	$295,306	-9.37%	($30,530)	$325,836	4.15%	$12,975	$312,861	8.85%	$25,436	$287,425
Subtotal	$142,396	-81.93%	($645,683)	$788,079	14.20%	$98,003	$690,076	22.12%	$124,983	$565,093	-2.45%	($14,202)	$579,295
	1994-95 $			*1993-94 $*			*1992-93$*			*1991-92$*			*1990-91$*
GRAND TOTAL	$3,825,296	-11.56%	($500,064)	$4,325,360	1.48%	$63,146	$4,262,214	-7.61%	($350,992)	$4,613,206	-3.12%	($148,644)	$4,761,850

*EPC Building Excluded

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E. Review of Technology Needs and Technical Program Needs

After reviewing the Board of Education Policy on technology, the committee recommended that the policy does not need modification. Committee members stated that although developed in 1987, the policy was reflective of forward thinking and essentially not only addressed the needs of the district state-of-the-art technology initiative, but future needs as well. Board policy as stated, according to the committee, is generic enough to be empowering while allowing the application of technology in the district to change the daily fluctuations and advances that are taking place in the technological environment. To address these needs, the committee recommended the creation of a district-wide technology committee with the following specific charges:

- This committee should meet once monthly
- The committee should be composed from volunteer district employees who are invited to participate by the District Technology Coordinator
- Minutes of the meeting should be provided to the superintendent for submission to the monthly board report and to all building principals

Recommendations:

The charge of this committee will be to interface with the District Technology Coordinator for the purpose of evaluation and implementation of the following recommendations.

1. Establish written guidelines to review and recommend all hardware and software acquisitions.

2. Continue the development of a comprehensive plan for staff planning and continuing education.

3. Develop appropriate policy procedures and training plan for staff utilization of the centralized student information database (DIME).

4. Create a subcommittee ("Technology Integration Liaison Committee" or TILC) to meet with each occupational instructor in an effort to help review and revise curriculum or develop, if needed, to incorporate and integrate technology.

5. Evaluate centralized network electronic forms software and recommend one for implementation on a district-wide basis.

6. Convert the Career Center Essential Skills Computer Laboratory to Model 56 PS/2 machines from instructional stations in occupational shops at the Career Center. This will provide two completely functional computer laboratories to be utilized as profit centers.

7. Develop procedures for attendance information to be transmitted electronically to the attendance secretary on a daily basis.

8. Develop a five-year district technology plan based on the Salem County 2000 Technology Plan for the purpose of evaluating, updating, maintaining and integrating technology resources. These resources shall minimally include telecommunications, data communications and video resources.

9. Through the Technology Integration Liaison Committee identify equipment necessary to meet the technology needs of each program and develop a five-year technology strategic plan for each program.

10. Institute remote access to district netware to enable staff to work from home computers.

11. Determine recordkeeping requirements and acquire appropriate hardware and software for areas that should include, but not be limited to, inventory and budget, student information, requisition process, etc.

12. Standardize recordkeeping formats and processes for efficient transfer of and access to data; i.e., features utilized Windows as a standard interface to simplify the sharing of information.

13. Provide fund opportunities through grant preparation and profit center initiatives for acquisition, maintenance and training for the use of administrative and instructional technology.

14. Educate staff and community in technology awareness; i.e., regular or quarterly district newsletter featuring technical programs.

Based upon a review of current program offerings in the district, the committee recommended complete review of technical education needs. Further the committee stated that such a review should be based upon the needs of the region's businesses, industry and government. The committee suggested the creation of a committee to perform a review and evaluation with the following charge:

1. Establish a seven-year plan to meet the technical needs of students of Salem County.

2. Develop a strategy for linking present and future technical programs with higher education institutions. This should include a review of the collaboration model with Salem Community College.

3. Develop a strategy for present and future technical programs with respect to school-to-work linkage.

4. Evaluate the potential and future need of a technical center considering the following:

   - Maximizing the use of current facilities.
   - The assignment and/or reutilization of facilities to meet changing needs.
   - Expansion of facilities as may be appropriate.

5. The following programs have been recommended for review based on their identity as the ten highest potential growth areas technically. They are as follows: a) computer application specialist; b) surgical technician; c) physical therapy assistant; d) engineering technology; e) mortuary science; f) chemical technology; g) respiratory therapy assistant; h) radiological technology; i) biomedical equipment technology; and, j) law enforcement.

   The committee also recommends the following service areas to be reviewed: a) hospital industry; b) travel industry; c) health and fitness; and, d) foods.

The committee further recommends the continued pursuit of interactive television options for classrooms in each of the county high schools, county vocational schools and community college. The function of ITV classrooms would be to share higher level mathematics and science and to apply it in the occupational, technical and vocational classroom settings.

F. Review of Curriculum and Program Assessment and Evaluation

The Curriculum and Program Assessment and Evaluation subcommittee examined the Strategic Planning effort as a vision and planning management strategy necessary for effective delivery of the district's mission to the year 2002 and beyond. The guiding philosophy for the committee therefore was twofold. First, to fully implement the mission statement "to provide life-long learning opportunities for the purpose of improving the quality of life, for further education and for employability;" and secondly, to provide an effective response to address the needs of the students and the employer community by establishing the Salem County Vocational Technical Schools as an "efficient workforce readiness institution."

Through the year 2005 the vision and planning management strategy will be impacted by the fact that service and information-producing industries will be the fastest growing in New Jersey. Specifically, these industries are projected at the growth rate of 20.3%.

Service and information industries include health services, transportation, communications, public utilities, wholesale and retail trade, finance, insurance, real estate, government service and education. The service areas outpaces the growth and goods-producing industries, notably manufacturing. However, according to "Future Works" a publication provided by the New Jersey Employment and Training Commission (September 1993), there are still or will be numerous employment opportunities in goods- and service-producing industries for persons who have the basic education and technical skills needed and who are flexible and willing to change with the industry. This statement is congruent with several other career guidance research publications that note the "viability of the future worker will be determined by the worker's ability to work as a team member or integrate services with others, be comfortable with technology and be a life-long learner."

Based on the district's clear mission for the need to identify and react to the trends in the future employment sector, this committee addressed three major areas; student assessment, program evaluation and curriculum development.

PROGRAM ASSESSMENT

Based on the increased attention that has been given to the manner in which students make the transition to secondary schools to post-high school work and higher education situations, it is evident that a smooth transition is unlikely to occur for these students unless effective career and vocational development practices are available. Such practices must include pre- and post-assessments and evaluations that provide relevant information on career/vocational aptitudes and work-related adopted work habits and behavior.

The assessment data should ultimately lead to the development of more informed decisions about career directions and vocational education training program placement and instructional procedures for all program participants. The committee specifically reviewed each of the assessment programs that are now in use in the district. In order to preserve a historical record of the pre-assessment program and to utilize this as a basis for future recommendations, a summary of present practices and recommendations follow:

1. **Career Center**

   a. Secondary

      (1) It is recommended that all incoming students, classified and non-classified receive a pre-assessment using the SAGE Vocational Assessment during the spring semester prior to fall entrance. The pre-assessment should include, but not be limited to, the following areas: Interest, General Numerical, Spatial, Clerical, Motor, Finger, Manual,

Eye/Hand/Foot, Color, Temperament, and Work Attitudes. This pre-assessment can be administered in a 1/2-day session and was piloted during the spring of 1994.

b. Postsecondary

(1) REACH Employability Skills/Job Search

(a) It is recommended that clients with TABE and SAGE results more than one (1) year old should be retested.

(b) It is recommended that pre- and post-program tests should be revised to fit the new Employability Skills curriculum more closely.

(2) ABE/GED

It is recommended that the TABE and Pre-GED tests be given after 25 hours of attendance instead of once a month. Since academic growth is dependent upon attendance, retesting after 25 hours of class attendance would be a more accurate vehicle.

(3) JTPA Pre-Vocational/Life Skills

(a) It is recommended that pre- and post-tests be scored and used as an evaluation tool.

(b) It is recommended that clients be required to successfully pass 80% of the post-test in order to graduate from the program.

2. Employment Prep Center

a. It is recommended that the SAGE Vocational Assessment be administered to all new incoming students in the spring prior to entrance. Also, students entering throughout the school year be administered the SAGE prior to placement in a shop program.

b. It is recommended that the mainstreaming criteria for the EPC students to attend the Career Center programs remain status quo.

c. It is recommended that a formal document be developed to pre-assess student work habits during the first four weeks of

enrollment. Periodically, the work habits should be reassessed; preferably at least once each marking period.

d. It is recommended that 8th graders in the county who may be recommended for vocational training be pre-assessed using the SAGE during the school year.

3. Regional Day School

a. Purpose

The admissions procedures at Regional Day School are designed to ensure the acceptance of appropriate students into the school. Admission criteria has been established in the Salem County Board for Vocational Education Policy (P4-1.6) and Regulations (R4-1.6).

b. General Description

(1) Student vita is forwarded to the Salem County Vo-Tech's Child Study Team for review by Regional Day School Admissions Committee. Such vita shall include all current confidential records and IEP. The Regional Day School Admissions Committee shall include the appropriate teacher, Child Study Team and Regional Day School Building Principal. The principal shall make the final recommendation.

(2) Class visitation scheduled by the local Child Study Team after Regional Day School Admissions Committee review of vita. Visitation should include local Child Study Team representative, family and student. Wednesdays have been reserved by Regional Day School staff for such visitation.

(3) After class visitation, the Regional Day School Admissions Committee will meet with the district Child Study Team representative to review placement and appropriateness of program. Parent and student shall be included in their meeting where applicable and feasible.

(4) Prior to formal acceptance into the Regional Day School program, the district must provide current mandated health, medical and immunization update records necessary for student enrollment.

(5) Students will be admitted on a 30-day probationary basis conditioned on the approval of the building principal. Upon initial acceptance, a conference date will be established to develop an instructional guide for all appropriate placements.

4. Inclusion Program

It is recommended that the Pre-Assessment Criteria for Inclusion of RDS or other sending district special students be established and implemented and that the RDS student be required to meet this criteria prior to placement in the EPC and/or CC programs. The criteria is as follows:

a. Employment Prep Center/Career Center

(1) Complete vocational competency test (ability to follow directions, stays on task, works independently, social appropriateness).

(2) Reading Free Vocational Interest Inventory (understands meaning of test, indicates a preference of interest).

(3) SAGE (displays a reasonable ability to actively participate in a vocational shop).

b. Workshop Sheltered Activities

(1) Unable to complete Vocational Competency Test.

(2) Cannot indicate a reasonable interest preference.

(3) Does not indicate reasonable ability to participate in vocational shop.

5. Summary

The ability of students to compete adequately, for jobs in the communities in which they reside, clearly indicates the need for appropriate career and vocational preparation prior to leaving the county vocational technical school. The development of effective career-vocational-education-training programs requires the use of career-vocational assessment information. The total assessment process is intended to better ensure successful job retention and positive life experiences in both work and community living

domains. Data on career and vocational interests, aptitudes and work-related habits and behaviors must be combined with data generated as part of the I.E.P., I.V.P. and/or I.T.P. Comprehensive career vocational assessment procedures should include a team approach that systematically combines the knowledge, expertise, and services of various schools and community-based professionals.

PROGRAM EVALUATION PROCEDURES

The public is demanding that school districts be accountable and that boards of education authorize and conduct a complete program evaluation if they are to maintain an effective and educationally viable educational option. As a part of Board of Education Policy and New Jersey Department of Education requirements for monitoring, each instructional program must be evaluated annually. The current evaluation process is a compilation of identified indicators; e.g., enrollment for the current and last two years, projected enrollment with a minimum standard established to determine educational and economic feasibility, grade distribution, average daily student attendance, outplacement data, a brief narrative concerning the overall success of the program based on statistical data collected and any other factors the principal believes to be relevant.

Evaluation of special education programs for special populations does not require placement data. Placement, however, for students completing the program is considered a factor. Finally, changes under the Carl D. Perkins Vocational and Applied Technology Act of 1990, require that all students completing occupational, technical or vocational education programs pass a competency test beginning with the 1994-95 school year. These competency tests were initiated in the spring of 1994.

RECOMMENDATIONS FOR MAJOR DISTRICT PROGRAMS

1. After review the committee determined that program assessment and evaluation should follow the current direction. The variety of evaluation factors as defined by the district should continue to be utilized. Based on the requirements of the Perkins Act, pre- and post-competency testing for occupational, technical and vocational education programs should be implemented.

2. It is recommended that program evaluations be more flexible. There should be consideration given to student demographics, learning styles and perception of the programs. This could be achieved by the use of the CITE learning style inventory computer match which is already in use in the district. This program aids in determining those learning styles that

are effective to the population being served. They include: auditory language, visual language, auditory numerical, visual numerical and auditory visual kinesthetic.

This process can also help identify whether a student works better as an individual or a group, which could prove to be extremely important with respect to job function and job placement. It has been found that when the CITE learning style inventory is utilized, students often feel more comfortable in learning and express themselves more fully, both orally and in writing. When an instructor/teacher has a learning style profile of a student it may help both with instruction and teacher-student interaction.

3. It is recommended that in conjunction with the instructor's mid-year assessment that an instrument method be considered to gather student input as to their perception of the program training/learning, progress and instructional methods and techniques that have had the most success. This information may be helpful to redirect energies and resources during the latter half of the school year, to provide students with an opportunity to further achieve their goals and to maximize opportunities that are available in the instructional program.

4. Educational programs must be evaluated in order to determine effectiveness. There is no alternative to evaluation for the recommendation of programs that provide potential employment and service to Salem County residents. The current procedure for program evaluations is thorough and well-thought out. Although a great deal of data is collected, this alone does not necessarily provide the best evaluative data. In addition, to current elements for data collection, competency based, pre- and post-written and hands on competency tests will add a significant dimension.

Caution is raised that the use of statistics as an absolute criteria for program success does not allow for unusual circumstances which may effect the student population, such as their basic skills ability, social/behavior skills, as well as their very learning styles and abilities. It is suggested that whenever two or more indicators in the overall program rating are unacceptable, that the student population characteristics and needs be reviewed, the program goals and, when appropriate, employer and community needs be reviewed and examined.

CURRICULUM REVIEW AND UPDATE PROCESS

Career Center

The purpose for the curriculum for occupational, technical and vocational programs offered at the Career Center is to ensure that students receive the essential, technical

and work attitude skills necessary for employment and/or further education. Over the past two years the Career Center curriculum was to be revised to a total competency-based format. It is recommended that this curriculum be reviewed annually to ensure that it is current and up to date.

Employment Prep Center

The focus of the Employment Prep Center is toward attitudinal development, self-confidence, positive attendance, being on time and for students to get along with fellow students and instructors. The students who successfully achieve this skills are usually recommended for transfer to a Career Center occupational, technical or vocational education program. Attitudinal skills identified, however, for Employment Prep Center programs are not currently included in individual Employment Prep Center programs. It is therefore strongly recommended that a job skill or job skills component be developed as part of each Employment Prep program.

Regional Day School

The format of becoming independent is easy to understand and is directly related to the goals established for the New Jersey Regional Day School at Mannington. Utilization of this format, would aid in the development of instructional guides and IEPs by making it easier to write more relevant documents. It is therefore strongly recommended that the becoming independent curriculum format, utilized as the Regional Day School curriculum, be revised.

Summary

Review of the district's curriculum is an ongoing process. The Career Center and Employment Prep Center curriculum have recently been reviewed. Curriculum review, however, should be an annual activity, if the district's major programs, including the Career Center, Employment Prep Center and Regional Day School, are going to address student needs. In light of the district's major thrust which is to better-prepare students for success in the world of work as well for independent learning and to provide equal education opportunity, instructional processes must be reviewed on a regular basis with input from craft and program advisory committees, the Salem County Vocational Advisory Board, parents, district staff and by employers in the community.

Recommendations

1. Career Center

   It is recommended that all incoming students classified or nonclassified receive a pre-assessment using the SAGE vocational assessment during the spring prior to the September entry of the new school year.

2. Postsecondary

   It is recommended that all postsecondary students that have not been assessed within one year, receive a TABE and/or SAGE assessment prior to entering a postsecondary program as needed. It is further recommended that participants in the pre-vocational employability skills center be administered the TABE test and/or SAGE assessment prior participation in that program.

3. Adult and Continuing Education

   Clients or students entering these programs must continue to follow an eligibility criteria. No recommendations are made for pre-assessment procedures.

4. Employment Prep Center

   The student assessment process for the Employment Prep Center has undergone extensive review and refinement over the last several years. It is recommended that the SAGE Vocational Assessment be administered to all incoming students in the spring prior to entering the program. Also, students entering throughout the school year should be administered the SAGE assessment prior to being officially placed in a program. Ongoing assessment criteria for Employment Prep Center students to the Career Center continue without change. Criteria should include attendance, achievement, attitude, assessment results and instructor recommendations. Due to the critical nature of work attitude and work ethic, it is recommended that a document be developed to pre-assess student work habits during the first four weeks of enrollment and to reassess these areas, preferably at least once during each marking period.

   In addition to the spring pre-assessment of incoming students, it is recommended that all 8th graders in the county who may be recommended for employment orientation, occupational, technical or

vocational training should be pre-assessed using the SAGE and other appropriate assessment during the 8th grade school year. Based on the labor market trends and changes expected to occur through the year 2005, it is recommended that:

a. Pre-assessments include a greater focus for identifying compatible aptitude characteristics for the service-producing industries.

b. Follow-up assessment counseling also focus on positions relating to the professional and technical occupations and service areas that include child care workers, nurses' aides, orderlies and janitors.

c. That a more in-depth follow-up academic assessment be explored and implemented in order to prepare students for the growing rise in the levels of occupational competencies and essential skill prerequisites.

It is further recommended that the mainstreaming criteria for Employment Prep Center students to transfer to the Career Center continue to include attendance, employment attitude, SAGE assessment results, achievement and grades, pre-competency testing and instructor recommendations.

5. Regional Day School

Recognizing that the admissions criteria for the Regional Day School programs is fixed according to statute and program services, the current pre-assessment procedures and content are a function of child study team placement and recommendations as per NJ Administrative Code Title 6, Chapter 28. Although there is not a need for any major changes within the core of the admissions process, recent expansion of vocational opportunities provided under the Inclusion Education Policy should be fully established and implemented to enhance vocational development of students.

For Regional Day School students referred to both the Employment Prep and Career Centers for occupational training and development, it is recommended that the Inclusive Education criteria and process be strictly implemented as provided in the Inclusive Education Plan of June 1993. Further, it is recommended that all students prior to being considered for placement undergo pre-assessment to determine appropriateness and program safety. All such placement should be reviewed and approved by the building principal in which the program the student is being considered for is offered. Approval should be on a conditional basis, with the understanding that this is done to provide students with the best possible opportunity for success not failure.

PROGRAM ASSESSMENT AND EVALUATION PROCEDURES

The four elements that determine program assessment and evaluation at the end of each school year are: Program Enrollment, Average Student Achievement, Student Placement and Student Attendance. These factors are driven by State regulations and funding. Therefore, the recommendation of the subcommittee was to continue to follow the current criteria using a variety of index factors as defined and identified by the district. It was also recommended that student competency tests piloted for each occupational, technical and vocational education program for the 1994-95 school year be reviewed and modified as needed. These tests should be expanded to include a pre-assessment so that student progress can be measured and the programs evaluated. To address the variety of student needs throughout the district; it is further recommended that the program assessment and evaluation be made flexible in that student demographics, individual student learning styles and student perceptions of the program be considered as part of the total overall evaluation. Further, when two of more indicators indicate the program is not at an acceptable level, the reason and rationale for these indicators not being acceptable should be reviewed.

In order to accommodate specific student needs, it is recommended that a more widespread use of the CITE Learning Styles Inventory Compute-A-Match be implemented. This vehicle is already in use in the district. This program would aid in determining the preferred learning styles of the individual student and would also identify whether the student prefers to work alone or in a group setting. When the instructor/teacher has available a learning style profile of a student, it may help the training interaction.

It is further recommended that in conjunction with the staff mid-year assessment, consideration be given to the development of an instrument to gather student input as to their perception of the program, training/learning, progress and instructional methods and techniques that are utilized. This information may be useful to improve individual student program and provide students with a greater opportunity to succeed and to make the most out of their program.

Seventeen recommendations were made by the committee. The following is a summary of these recommendations:

1. That the Pre-Assessment Criteria for Inclusion of Regional Day Students be established and implemented and that the Regional Day School students be required to meet this criteria prior to placement in the Employment Prep Center and/or Career Center programs.

2. That the SAGE Vocational Assessment be administered to all incoming Employment Prep Center students in the spring prior to their entrance into the program. Further it is recommended that students entering throughout the year be administered the SAGE assessment prior to placement in an employment orientation program.

3. That mainstreaming criteria for Employment Prep Center students to attend Career Center programs essentially remain the same.

4. That a formal document be developed to pre-assess Employment Prep Center student work habits during the first four weeks of enrollment. Periodically, the work habits should be reassessed. Preferably this should take place once during each marking period.

5. That 8th graders in the county who may be recommended for employment orientation, occupational, technical or vocational training be pre-assessed using the SAGE or other appropriate assessment while in 8th grade.

6. That all incoming Career Center students, classified and nonclassified, receive a pre-assessment using the SAGE Vocational Assessment during the spring semester prior to fall entrance. The pre-assessment should include, but not be limited to: Interest, General Numerical, Spatial, Form, Clerical, Motor, Finger, Manual, Eye/Hand/Foot, Color, Temperament and Work Attitudes.

7. That all REACH/Job Search clients with TABE results more than year old be reassessed.

8. That Job Search clients receive revised pre- and post-program tests to fit the revised Pre-Vocational/Employability Skills curriculum more closely.

9. That the TABE and Pre-GED tests be given after 25 hours of attendance instead of once a month.

10. That the pre- and post-tests for JTPA Pre-Vocational/Employability clients be scored and used as an evaluation tool.

11. That JTPA clients be required to successfully pass 80% of the post-test in order to graduate form the program.

12. That the pre- and vocational assessments be offered for a fee for inmates at the Salem County Correctional Facility, other local penal institutions and public schools.

13. That the Program Assessment and Evaluation follow the current direction. The variety of index factors as defined and identified by the district should continue to be utilized.

14. That Program Evaluation be made more flexible to take into consideration student demographics, learning styles and perceptions of the program.

15. That in conjunction with staff mid-year assessment, an instrument be developed and implemented to gather student input as to their perception of the program, training/learning progress and instructional methods and techniques that have been most successful.

16. That the format of "Becoming Independent" be adapted into the Regional Day School curriculum.

17. That a job readiness curriculum be developed to be used in each Employment orientation program offered at the Employment Prep Center along with individual program goals and objectives.

VII. VISION

When the strategic planning process began, there were no parameters. To establish global parameters without inhibiting planners, several vision sessions were conducted by the superintendent with senior level staff. These meetings were held prior to the analysis of the survey. Once the analysis of the survey was completed and the six targeted areas identified, an additional vision session was held. Finally, based on preliminary committee reports, challenge was provided to administrative, supervisory and certificated support staff. This challenge was utilized to shape the final report. The presentation that follows is reflective not only of the initial projections, but also of the final committee reports.

In order to envision how the district will look in 2002, occupational, technical and vocational education programs were targeted. Essentially, review of the literature, surveys and recommendations of several committees, revealed the district focus on these programs must be on technical and service occupations and customer services. As a result, 14 technical areas were identified as being those most likely to yield high-paying jobs requiring a skill level.

Some of these technical areas are already offered by the Salem County Vocational Technical Schools and the remaining areas should be explored to determine if there is a need to establish these programs for residents and employers of the county. These technical programs, if pursued, could be created jointly with Salem Community College. The vocational technical school could offer the technical aspects of the programs and the related mathematics, science, social science and humanities courses for associate degree programs could be offered through the community college.

Courses identified include: computer programming, mortuary science, biomedical equipment, civil technology, energy technology, water and wastewater, radiological technology, respiratory therapy, chemical technology, fire science, aircraft mechanic, computer system technicians, cooling and refrigerations and robotics. As part of the advisory board challenge for the next two years, it is recommended that these technical areas be explored in concert with Salem Community College.

Service occupations identified as the fastest growing and as those that would yield the most potential number of jobs include: the hospital industry, travel industry, law enforcement, health and fitness and foods. These areas will also be explored. It is envisioned that some of these technical and service occupation programs will be offered by the year 2002. It was also recognized that there will be changing technical programs and additional technical programs not yet thought of, that may be needed by this time.

The district is also going to be a district that is more focused on customer services. Customer services are going to have be based upon the following:

- Needs of the community
- Customized training
- Middle School student needs
- Secondary student needs
- Postsecondary student needs
- At-risk student needs

The district is also going to be more focused and cannot be all things to all people. Targeted markets where the district can effectively and efficiently offer programs are going to have to be identified. These target markets may include:

- Apprentice education
- Special populations
- Employers
- Labor unions
- 8th and 9th grade students

Further, the committee responsible for reviewing the delivering system recommended continuation of the shared-time approach for providing occupational, technical and vocational programs to 11th and 12th graders. It was also recommended that consideration be given to establishing a technical center and establishing part- and full-time programs on sending school district sites for specialized technical areas. In the future, the district may have to provide both full- and shared-time programs. This must, however, be done in a cost-effective manner. The use of interactive television is one approach that will be utilized as will the possibility of establishing magnet programs both in the sending schools, possibly on college campuses and at existing vocational technical school sites.

Off-site customized training for employers is also going to be part of a profit center concept that will be utilized to supplement financial resources and to expand and increase services to the business community. Specialized community education programs, including computer, legal services and possibly real estate or banking will be explored. Services that either do not exist or are inadequately meeting the needs of county residents and employers will be explored. Adult, community and continuing education programs will therefore become more specialized and more focused. They will be targeted to meet specific identified needs. Further, they will be operated on a profit center concept.

As additional technical programs are explored, every effort will be made to do so, in cooperation with existing institutions granting associate degrees and baccalaureate degrees. The primary focus will be with Salem Community College on planned joint ventures that meet both community and employer needs in the most effective manner.

Future increased funding of the vocational school will be from enterprise activities and profit centers. There also may the need for tuition for special populations dependent on the level of state and county financial support. Efforts to secure and maintain 50% state funding, 33% county funding, 14% grant and enterprise revenues and 3% miscellaneous will continue. Salem County Vocational Technical Schools will be a business by the year 2002 raising $2 million annually through regular enterprise and product service activities. The business bottom line will continue to be the students. Profitability, however will also become more of a factor. When new programs and services are considered, profitability will also have to be considered.

The focus in the future will continue to be to prepare every student for employment or further education. If this does not happen, the program or service that failed to meet these expectations will be reviewed, revamped or eliminated if the job does not get done. Student preparation for work or further education will be of primary importance. It will include a student guarantee based on competencies. Placement, whether in a job or a program for further education, will also be based on competencies.

The community, employers, parents and students will be considered customers of the district. The philosophy of the district will be focused on customer needs, customer benefits and on acquiring repeat customers. There will be a continuing focus on elimination of waste and on the evaluation of staff, based on generation of profitable programs. Some consideration will obviously be given to financial profits. Student success and achievement may not always equate to highest profitability for the district. Student success should correlate with competencies, employment and overall skills. While there is a distinction between student success and the generation of profits, the most student successful programs are expected to be the most profitable. Student success and achievement will be considered profit. There will also be a continuing need to refocus and restructure to achieve continuing results.

VIII. RECOMMENDATIONS

Based on the survey of community-identified needs, opinions and interests; a review of the related literature; and, the findings and recommendations of the six strategic planning subcommittees, 21 recommendations were identified and developed. Each of the 21 recommendations are presented herein along with either a further review or a brief implementation strategy.

1. Target Markets -- To maximize the use of available human and financial resources, the initiation of programs and services is going to have to be based upon a need that is established through marketing and research. Although the district has a reputation of quality occupational, technical and vocational education programs, as well as for providing outstanding specialized programs for students with special needs, the district has sometimes taken on the character of being all things to all people. Selected target markets based on the greatest need, availability of resources and the ability to deliver quality will be the basis for programmatic marketing decisions.

2. Competency-Based Curriculum -- All district curricula will be competency-based. Students will be pre- and post-assessed to determine competencies progress and achieved. This will be the basis of the student guarantee program, for the development of school-to-work transition programs and employer partnerships.

3. Assessment -- All students will be pre- and post-assessed based upon competencies achieved. Assessments will include both hands on and paper and pencil measures. Programs will also be assessed based upon enrollment, student attendance, technical essential and workplace competencies achieved by students as well as job placement and/or students pursuing further education.

4. Technical, Essential or Basic and Work Skills -- The basis for every occupational, technical and/or vocational education program will be the development of technical skills, essential or basic skills and workplace skills needed for pursuit of further education, employment and for life. The focus of employment orientation programs will be on the development of workplace skills needed to succeed in school and in the workplace skills. These shall include a focus on attendance, being on time, following directions, getting along with peers and taking initiatives. For Regional Day School programs, the focus will be on the development of life skills for self-sufficiency based on each student's individualized educational plan.

5. Technology Literacy -- All students will be required, as part of their instructional program, to be technologically literate. Appropriate assessments will be developed to measure student achievement of competencies in this area.

6. Technology for the Enhancement of Learning -- Technology will continue to be a part of all instruction. Focus will be on three main technology initiatives; the use of data (computers), telecommunications and video classroom instruction. Interactive television will become an important part of instructional programs and will be utilized to provide students with instruction that cannot be provided on site or cannot be supplemented through workplace learning. Interactive television will also be utilized to bring students higher level mathematics and sciences in conjunction with county high schools and the community college.

7. Multiple-Level Certificates -- All programs will have multiple entry and exit points. Based on pre-assessments, individual student programs will be developed as will appropriate exit level certificates. The certificates will be based upon competencies achieved. Students who do not complete minimum competencies will not earn a certificate.

8. Product Guarantee -- Based on the post-assessment of student competencies, every student will be provided with a guarantee for any skills the district has certified the student as having achieved competence.

9. Magnet Programs -- Onsite and offsite magnet programs will be developed in cooperation with county high schools, the community college and employers. Magnet programs will be designed to meet specialized needs and will be targeted to specific populations. The primary focus will be in technical areas.

10. Future Programs -- Future occupational, technical and vocational programs will be focused on technical and service occupations. Technical programs to be explored for possible partnerships with Salem Community College and the high schools include: computer programming, mortuary science, biomedical equipment repair, civil technology, energy technology, water and wastewater technology, radiological technology, respiratory therapy, chemical technology, fire science, aircraft mechanic, computer systems technicians, cooling and refrigeration, robotics and environmentally related technical fields. Service occupations that will be reviewed include the hospital industry, travel industry, law enforcement, health and fitness, culinary arts and foods.

11. Coordinated Programs -- Through the utilization of interactive television and the establishment of interactive programs, a number of ventures will be pursued with local county districts and the Salem Community College. As new technical programs are established, attempts will be made to link these programs with a continuing higher education option. When technical programs can be offered in both the county vocational school and the community college, attempts will be made to do so jointly with a focus on the technical portion of the program at the county vocational technical school and the academic and related portion at the community college. Based on community needs and interests and those of employers, a placement of magnet programs will be explored and established at local high school sites.

12. School-To-Work Programs -- School-to-Work linkages have become a part of every occupational, technical and vocational educational program. Through the use of expanded employer and union partnerships, every student who can benefit from both paid or unpaid work experience will be given the opportunity to do so.

13. Finance -- Equalization of financing will require a minimum of state support of 50% and county support of 33%. Freelance enterprise activities should comprise of approximately 14% of the budget and miscellaneous revenues 3% of the budget. Every effort must be undertaken within the first three years of the strategic planning period to balance local funding resources so that no more than one half of the amount of funds provided through local levy for the school year are postponed to the following calendar year.

14. Maximum Use of Resources -- Vocational programs and services will be focused on specific target populations, based on the needs of employers and the community. Before human and financial resources are committed, profitability and marketability will be considered.

15. Ongoing Review of All Programs and Services -- All programs will be reviewed on an ongoing basis to determine if they are meeting the established goals, the needs of the students and the needs of the community. Those programs with low enrollment, student achievement or competency rates that are below placement, will be phased out.

16. Maximization of Human Resources -- Full-time staff will be supplemented with adjunct and consultant staff to address such areas as recruitment, marketing, grant development and for specialized curricular program development.

17. Bonuses and Incentives -- A bonus and incentive system will be developed for staff who save the district money, develop profit centers and who contribute in extraordinary ways.

18. Restructuring of the Advisory Board -- The Advisory Board will be restructured to address the goals and recommendations that have been identified in the strategic plan. For those recommendations that require the establishment of committees or subcommittees, the Advisory Board will be utilized for this purpose.

19. Profit Centers -- Profit centers will be established whenever it is feasible to utilize district resources for the benefit of the community. The primary focus however will be first on students who are enrolled in targeted programs. Profit centers will utilized to generate revenues to support all programs.

20. Accountability -- The strategic plan will be reviewed annually to determine if established goals are being met and to make modifications to achieve the mission of the board of education.

21. Customer Orientation -- The main focus of the district will be on customer needs, benefits and on attracting repeat customers.

The above recommendations will be used as a basis for all strategies that are developed and to ensure quality control.

IX. SUMMARY AND IMPLEMENTATION OF PLAN

Strategic planning and implementation is an ongoing process. In planning for the strategic initiative, it took almost a year of preparation and for the development of the committee reports, it took almost six months of concentrated effort on the part of committee chairpersons and members. The total development of this plan occurred over a two-year period. The plan provides for forward thinking and futuristic direction through the year 2002. The plan however must be flexible, must be reviewed, evaluated, updated annually and be subject to change. This plan will be a guideline for all district activities for the next seven year.

The plan provides the framework for achievement of the district's mission statement which is as follows:

> **"To provide lifelong learning opportunities for the purpose of improving the quality of life, for further education and for employability"**

By adhering to the basic tenets of this plan and the philosophy that the district is a business that its only product is service and its bottom line are the people served, the board, staff and community will see a realization of the goals that have been set. All programs and services must be evaluated and profitability considered. The orientation of the district must be focused on customer needs and services. The District must target, more specifically, markets that are served. The District human and financial resources must be focused on selected target markets.

Any proposed or new services or programs will be considered only after a complete marketing analysis. Mechanisms need to be developed to ensure customer input and customer satisfaction. All programs must be based on the achievement of competencies and all certificates awarded based upon certification of these skills. Short-, middle- and long-range strategies will be developed to implement the 21 recommendations that have been proposed. Senior level staff and original committee chairs will be responsible for prioritizing recommendations made by the subcommittees and to develop recommendations for a short-range one-year activities, mid-range two to three-year activities and long-range activities of more than three years.

The strategic planning dissemination and awareness plan is as follows:

1. Strategic planning subcommittee presentations to the Salem County Vocational Advisory Board, May 12, 1994.

2. Presentation of the preliminary draft report by the superintendent to the Board of Education, July 26, 1994.

3. Adoption of the strategic plan by the Board of Education, August 23, 1994.

4. Presentation of the strategic plan to the district staff at the annual superintendent's convocation, September 6, 1994.

5. Presentation of the Board of Chosen Freeholders (Dinner Meeting to be scheduled during October 1994).

6. Presentation to County Chief School Administrators and Board Presidents (fall 1994).

7. Presentation to the media (media luncheon - fall 1994)

8. Dissemination through the newsletter and other vehicles to employers, department of education and the community in general.

In order for the strategic plan to be successful, it must not only be thoroughly disseminated and accepted by district staff, but also to the Salem County community. The dissemination phase, therefore, will be extremely critical. Unless the staff buy in and become part of the strategic plan, then it will not be implemented. Part of the plan is a philosophy that the district as a business must be both customer and quality oriented.

The strategic plan implementation also requires that the board, administration, all staff, students and parents accept the premise that business cannot continue as usual. It must also be recognized that we must conserve resources and we must maximize the use of our resources. We must take the strengths that we have and build on them. We must also utilize our resources to develop profit centers to the extent possible while at the same maintaining focus on the educational programs and on the education of each and every student who enters the Salem County Vocational Technical Schools or any program sponsored or authorized by the Board of Education.

The vision for the Salem County Vocational Technical Schools for the year 2002 is for a customer-oriented organization based upon staff and employees who are part of a team that offers a delivery system for employment orientation, occupational, technical and vocational education as well as for specialized programs to meet specific target population needs.

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